Index

(Page numbers in italics indicate material in tables or figures)

Abilities
  achievement and, 158; assessing artistic and humanistic, 33; correlation of dysabilities with, 34; missed by standard intelligence tests, 24–25; specific cultures and, 24
Achievement, ability and, 158. *See also* Occupational achievement
Alexia without agraphia, 51, 53
Alphabetic literacy, 128
Alphabetics Phonics (AP) curriculum, 190, 192
Anomic-language disorders, 174
Apraxia, acquired, 52
Associations
  novel stimuli and verbal, 56; tactile-to-verbal, 55
Attention deficit disorder, 58, 158–59
Avocational options, 33

Baron, J., 130–31
Bender-Gestalt Test, 3, 4. *See also* Visual Motor Gestalt Test
Bender, Lauretta, 3–9
Bigelow, John B., xv–xix
Binet, A., 20
Boder Test of Reading-Spelling Patterns, 174–75; WRAT results and, 175
Braille, teaching to dyslexics, 55
Brain. *See also* Cerebral hemispheres; Corpus callosum
  abnormal asymmetry in, 60; back-front connections in, 53; connections between areas of, 51–60; disconnections within, 53, 57–58; dyslexic, 60; impaired interhemispheric communication in reading-disabled, 57; independent capacities of hemispheres of, 59; myelogenetic cycles in, 52
Brain Bank Research Project, 6
Brown, A. L., 274–75
Bruck, M., 255, 256, 257, 258, 259
Bryans, B. N., 178

California Achievement Test (CAT), 192, *193*, *195*, *196*, *197*
Cerebral dominance, 11
Cerebral hemispheres, injuries to left and right, 23
Child prodigies, 26
Children
  disruptive, 159; reading retardation in inner city, 14; working with groups of, 190
Childs, B., 254, 256, 258
Classroom Alphabetic Phonics (CAP) alphabet and dictionary skills program, 190
Coding skill, course of development of phonological, 80. *See also* Phonological coding; Orthographic coding
Cognition
  jagged profiles of, 23; the learning disabled and, 144–47, 148–65; normal males and females and, 143–44; parallel distributed model of, 87; reading disability and deficits in, 167; tests of, 170
Color naming association, 51–52
Comprehension, 110–11, 114–15; as a holistic process, 265, 273; models of instruction in, 265, 267–76; reading disability and, 122; sources for teaching techniques for, 283
Congenital dyslexia, 37, 38
Context, 117
Corpus callosum, myelinogenesis of, 52
Counselors, 33
Creativity, 31–32
Cultural setting, influence on intelligence and abilities, 24–26

Decoding, 110
  dyslexics and, 118; in etiology of developmental dyslexia, 111; testing of, 112–13
de Hirsh, K., 14

Developmental bypass hypothesis, 62–63; data contradicting, 81, 86
Developmental dyslexia
disconnection concepts and, 51–61; general reading backwardness and, 110–11
Disruptive children, 159
Doehring, D. G., 176–78
Doehring Rapid Reading Battery, 178–79, *180*, *181*
Dual process theory, 63, 86
Durrell Analysis of Reading Difficulty, 117
Dyslexia. *See also* Developmental dyslexia common pathway in etiologically disparate forms of, 86; doubts about, 110; literacy and, 248–49; neurological basis for, 166; selective attention in, 58; the term, 39, 204
Dyslexics. *See also* Learning disabled (the); Reading disabled (the); college preparatory programs for, 214; differences in test results and other variables between normals and, *83*; different genetic etiologies among familial, 67; homework and, 206; listening comprehension of, 123; organization of motor abilities in, 58; organizing by, 207; problems of, 203–204; reading to, 206; segmental ability and, 135; social rules and, 207; successful, 211; suggestions for parents of, 204–211; types of errors by, 123

Fabian, A. A., 13
Factor analysis, subjective, 27
Finucci, J., 254
First grade, discovery of segmental structure of speech during, 127
Frith, U., 64, 65–66, 76, 131

Gender differences in cognitive abilities in learning-disabled, 144–47; in normal population, 143–44
Geschwind, N., 51, 53, 60–61
Gillingham, A., 39, 43–45
Gillingham-Stillman Manuals, 44
Gottfredson, L. S., 254
Grapheme-phoneme conversion, segmental awareness and, 130
Groups, working with children in, 190

Handicapped (the), SAT and, 213
Handwriting, 228–37
Heritability of phonological tasks, 86
Herrick, J. C., 11
Hinshelwood, J., 36–38
Hopping, lateralization and, 57
Hoshko, I. M., 176, 178
Hyperactive children, sex bias in referrals of, 159

Intelligence, 25–27. *See also* Gifted dyslexics; Prodigies; *names of specific kinds of intelligence; names of specific tests of intelligence*
cultural roles of, 30; inter- and intrapersonal, 29, 32; kinesthetic, 28; logical mathematical, 28; musical, 28; spatial, 28, 32; testing of, 20–22, 28, 32–33; theory of multiple, 19–35

Kerr, J., 37
Kinsbourne, M., 59–60

Lateralization, 55, 56–57
Learning, variety of media for, 160
Learning disabilities
coping with, 205–207; literacy and, 248–49; parents' understanding of, 205
Learning disabled (the). *See also* Dyslexics; Handicapped (the); gender differences in cognitive abilities of, 144–62; helping (by parents), 207–210; occupational achievements of, 258; requirements for success by, 206; social and emotional functioning of, 258–61
Lecocq, P., 136, 138
Leong, Che Kan, xi–xiv
Liederman, J., 58–59, 132
Linguistic intelligence, 27–28, 32
Listening comprehension, 115, 122, 123
Literacy, 256; adult, 240–250; alphabetic, 126–28

Mathematical intelligence, 28
Maturational lag(s), 12, 15, 16
Melody, ability to segment, 128, 138
Memory. *See* Recall
Mental faculties, vertical, 31. *See also* Intelligence
Meyer, A., 11–12

Mind, 30. *See also* Intelligence; Mental faculties
Mirror movements, 54
Morgan, W. P., 36–37
Motility patterns, 13
Motor coordination, 57
Multisensory teaching, 189–190
  results of, 194–98; techniques of, 191–92
Multisensory Teaching Approach for Reading, Spelling, and Handwriting (MTARSH) Program, 190, 191
Musical intelligence, 28
Musical segmentation, 128, 138

Nass, R., 53–54
Neurological disorders
  good readers with, 185; reading disabilities and, 167, 170–76, 182, *183*, 184–87
Nonverbal abilities, gender differences in, 144, 145–46

Occupational achievement of the learning disabled, 258
Oral language deficit, 115–16
Oral reading skill
  visual perceptual disability and, 185
Orthographic coding, 81, 85
Orthographic rules, learning, 103. *See also* Spelling
Orton Dyslexia Society, history of, 46–48
Orton-Gillingham-Stillman system, 190
Orton, Samuel T., 10–11, 19, 39–43

Palincsar, A. S., 274–75
Penmanship. *See* Handwriting
Perceptual training, 189
Performance IQ, 147, 148, *150*, 159, 161
Phonic segments, 129
  awareness of, 131–35
Phonic representation, overriding the process of direct, 106
Phonological coding, 63, 65, 80, 81, 84, 85–86
Phonological rules, learning, 103
Phonological tasks, heritability of, 86
Piaget, J., 22
Plasticity, 15–16
Poor readers. *See* Dyslexics; Reading disabled
Postural maturation, 13
Prodigies, 26
Project Spectrum, 32

Rabinovitch, R., 14
Rawson, M. B., 253–254, 256, 257, 258
Readability of military and industrial manuals, 247
Reading
  components of, 110–11; etiology of general backwardness in, 111, 123–24; factors affecting, *266;* of inner city children, 14; phonological coding skill and, 82; rate of, 113; segmental awareness and, 131; stages of knowledge about, 64; subsymbolic connectionist model of development of, 88; types of errors in, 117–18, 123
Reading disabled (the), 111, *113*. *See also* Dyslexics comprehension instruction for, 264–76; neurological disorders and, 166–87
Reading disability
  Boder's subtypes of, 174, *175*, 176; literacy and, 248–49; Mattis's subtypes of, *171;* neurologically based, 166, 174
Reading instruction. *See also* Multisensory teaching; Remedial procedures for comprehension, 265, 267–76; "look and say" method, 36; phonic method, 131; results of remedial, 195–96; whole-word method, 131
Recall, problems with, 160
Reciprocal Teaching Method, 274–75
Remedial procedures, 190. *See also* Multisensory teaching; Reading instruction; Teaching
Rudel, R., 54, 56–57

Samuel T. Orton Award, 1986
  to Che Kan Leon, xi–xiii; to John B. Bigelow, xv–xix
Schema theory, 267
Schilder, Paul, 12
Scholastic Aptitude Test (SAT), 212, 213–14, 215–28
School, predicting success in, 20
Segmental analysis, 128, 135–39
Segmental awareness, 127, 129, 130, 131, 132

Sentences
extracting meaning from, 116–17, 122; repeating ("shadowing"), 116
Silver, A. A., 14
Sound-letter correspondence, 106
Spatial intelligence, 28, 32
Special educators, 34
Speech, discovery of segmental structure of during first grade, 127
Spelling, 64, 93, 94, 95, 100, 102, 103, 105–107
correspondence system of, 91; diagnostic tests of, 91; phonological and orthographic coding in, 67–68; phonetic and nonphonetic, 91–92; results of remedial teaching of, 194–95; segmental awareness and, 132; teaching, 191; whole word system of, 91
Spelling errors
by the learning disabled, 103; types of, 91
Spelling Test (experimental), 97, 99
Spreen, O., 254–55, 256, 258, 259
Stanford-Binet Test, 21
Stanford Diagnostic Reading Test, 111
Stimuli, verbal associations with novel, 56
Story maps, graphic, 270, *271*
Stroke, right hemisphere, 23
Suffixes
experimental test of addition of, 98, 99; knowledge of how to spell, 107
Syllables
illiterates' analyzing speech into, 129; result of deletion of, 138–39

Talents, 31. *See also* Abilities; Intelligence
Teaching. *See also* Multisensory teaching; Remedial procedures
for reading comprehension, 265–267–76; strategy for, 214
Teicher, J. D., 13
Test of Morphological Str. cture (TMS), 96, 98
Texas Scottish Rite Hospital Language Laboratory, 190
Treiman, R., 130–31
Tutoring therapeutic program, 14

Van Leer Foundation, 23
Vellutino, F., 55–56
Verbal abilities, gender differences in, 143–44, 145–46
Verbal IQ, 147, 148, *150*, 161
effect of higher education on, 159
Visual motor gestalten, maturation of, 13
Visual Motor Gestalt Test, 3, 12–13. *See also* Bender-Gestalt Test
Visual perceptual disability, oral reading skills and, 185
Vocabulary, improving, 219–20
Vocational options, 33

Wechsler Adult Intelligence Scales (WAIS), 111, 143–46, 148, *149*, 150–54, 161
Wechsler Intelligence Test for Children (WISC), 143–46, 154, 157
Wide Range Achievement Test (WRAT)
Boder scores and, 174; spelling subtest, 96
WISC. *See* Wechsler Intelligence Test for Children
Wolff, P., 57–58
The Women of Psychology (Stevens and Garner), 8
Woodcock Reading Mastery Test, 82, 84
Word-blindness, 37–38, 39, 53
"Word Blindness in School Children" (Orton), 41
Word-deafness, 39
Word identification, intrinsic phonological activation in, 87
Words
decoding, 191; learning about derivational morphology of, 103–104; recognizing number of phonemes in spoken, 127; ruleful learning of, 104; spelling and the morphemic structure of, 106
Writing. *See* Handwriting